

# La Semaine des langues vivantes à

## l'école 17 au 23 mai 2021

Il s'agit de faire sortir les langues de la classe pour cette semaine particulière. Les enfants utilisent leur corps pour agir et produire de la langue. Les liens vidéos ne sont là que pour vous aider à mémoriser la chanson. Nous vous invitons à essayer de chanter et jouer avec vos élèves.

Chantons !	Jouons !
Au cycle 1 : <a href="#">One little finger</a> <a href="#">Make a circle</a> (possibilité de faire des rondes sans se donner la main)	What's the time Mr Wolf ?  Shark and Minnows
Au cycle 2 : <a href="#">Twist</a> <a href="#">Move</a>	Red light, green light  Pass the ball
Au cycle 3 : <a href="#">Follow me</a> <a href="#">Get funky</a>	Mother, may I ?  Moose Goose
Tous niveaux :  <a href="#">If you're happy</a> <a href="#">Si estás feliz</a> <a href="#">Wenn du fröhlich bist</a>	Duck Duck Goose

### [ONE LITTLE FINGER](#) Super Simple Songs

One little finger, one little finger  
One little finger, tap-tap-tap  
Point your finger up, point your finger down  
Put it on your head, head  
One little finger, one little finger  
One little finger, tap-tap-tap  
Point your finger up, point your finger down  
Put it on your nose, nose  
One little finger, one little finger  
One little finger, tap-tap-tap  
Point your finger up, point your finger down  
Put it on your chin, chin  
One little finger, one little finger  
One little finger, tap-tap-tap  
Point your finger up, point your finger down  
Put it on your arm, arm  
One little finger, one little finger  
One little finger, tap-tap-tap  
Point your finger up, point your finger down  
Put it on your leg, leg  
One little finger, one little finger  
One little finger, tap-tap-tap  
Point your finger up, point your finger down  
Put it on your foot, foot  
Put it on your leg, leg  
Put it on your arm, arm  
Put it on your chin, chin  
Put it on your nose, nose  
Put it on your head, head  
Now, let's wave goodbye  
Goodbye

[MAKE A CIRCLE](#) Super Simple Songs

Make a circle, big big big.  
Small small small.  
Big big big.  
Make a circle, small small small.  
Hello hello hello.

Make a circle, round and round.  
Round and round.  
Round and round.  
Make a circle, round and round.  
Hello hello hello.

Make a circle, up up up.  
Down down down.  
Up up up.  
Make a circle, down down down.  
Now sit down.

[TWIST](#) de Patty Shukla

Twist your right hand. Twist twist. Twist your right hand. Twist, twist.  
Twist your left hand. Twist twist. Twist your left hand. Twist twist.  
Turn around. Shake it down. And twist, twist, twist, twist

Twist your right foot. Twist twist. Twist your right foot. Twist, twist.  
Twist your left foot. Twist twist. Twist your left foot. Twist twist. Turn  
around. Shake it down. And twist, twist, twist, twist

Now Dance to the music. Dance dance. Dance to the music. Dance  
dance. Do 3 hops. Hop hop hop! Do 3 hops. Hop hop hop! Dance to  
the music. Dance dance. Dance to the music. Dance dance. Now  
everybody stop! Now everybody drop!

Twist your right hip. Twist twist. Twist your right hip. Twist, twist.  
Twist your left hip. Twist twist. Twist your left hip. Twist twist. Turn  
around. Shake it down. And twist, twist, twist, twist.

Twist your right knee. Twist twist. Twist your right knee. Twist, twist.  
Twist your left knee. Twist twist. Twist your left knee. Twist twist.  
Turn around. Shake it down. And twist, twist, twist, twist

Now Dance to the music. Dance dance Dance to the music. Dance  
dance. Do 3 hops. Hop hop hop! Do 3 hops. Hop hop hop! Dance to  
the music. Dance dance. Dance to the music. Dance dance. Now  
everybody stop! Now everybody drop!

[MOVE](#) Super Simple Song

Move, move, move, move x3  
Move to the left.

Move, move, move, move x3  
Move to the right.  
Stop!

Raise your arms.  
Turn around.  
Wiggle your fingers.  
Now touch your.....head!

Move, move, move, move x3.  
Move to the left.

Move, move, move, move x3  
Move to the right.  
Stop!

Raise your arms.  
Turn around.  
Wiggle your fingers.  
Now touch your.....toes!

Move, move, move, move x3  
Move to the left.

Move, move, move, move x3  
Move to the right.  
Stop!

Raise your arms.  
Turn around.  
Wiggle your fingers.  
Now touch your.....chin!

Move, move, move, move x3  
Move to the left.

Move, move, move, move x3  
Move to the right.  
Stop!

Raise your arms.  
Turn around.  
Wiggle your fingers.  
Now touch your.....knees!

Move, move, move, move x3  
Move to the left.

Move, move, move, move x3  
Move to the right.  
Stop!

Raise your arms.  
Turn around.  
Wiggle your fingers.  
Now touch your.....shoulders!

Move, move, move, move x3  
Move to the left.

Move, move, move, move x3  
Move to the right.  
Stop!

Raise your arms.  
Turn around.  
Wiggle your fingers.  
Now touch your.....tummy!

Move move move move x3  
Move to the left.

Move move move move x3  
Move to the right.  
Stop! Now sit down!

[FOLLOW ME](#) de Patty Shukla

Follow Me, follow me  
Let's do something crazy  
Follow me, follow me  
Everybody start now, 1, 2, 3!  
First move forward, then move back  
123 Forward 123 Back x4

Clap your hands and sing with me!

Follow Me, follow me  
Let's do something crazy  
Follow me, follow me  
Everybody start now, 1, 2, 3!  
Now let's add knee up, knee up.  
**123 Forward 123 Back**  
**Knee Up, Knee Up, Knee Up, Knee Up** (repeat)

Clap your hands and sing with me!

Follow Me, follow me  
Let's do something crazy  
Follow me, follow me  
Everybody start now, 1, 2, 3!  
Now let's add a Criss Cross  
**123 Forward 123 Back**  
**Knee Up, Knee Up**  
**Criss Cross** (repeat)

Clap your hands and sing with me!

Follow Me, follow me  
Let's do something crazy  
Follow me, follow me  
Everybody start now, 1, 2, 3!  
Now let's add a Clap clap  
**123 Forward 123 Back**  
**Knee Up, Knee Up**  
**Criss Cross**  
**Clap, clap.** (repeat)

We did it!  
Follow Me, follow me  
We did something crazy  
Follow me, follow me  
Everybody SIT DOWN 1, 2, 3!

## GET FUNKY de The Learning Station

Are you ready to dance and boogie? Let's go. Get in line.  
Chorus: Get funky. Do the monkey. Get clappy. Get happy.  
Step to the right and shake. Step to the left and snake. Step backwards.  
Step forwards.

Now jump. Jump again.

Chorus: Get funky. Do the monkey. Get clappy. Get happy.  
Now slide to the right real smooth. Slide to the left in the groove.  
Right foot stomp. Stomp two times. Left foot stomp. Stomp two times.  
Chorus: Get funky. Do the monkey. Get clappy. Get happy.

Jump, jump two times. Jump, jump two times.

Now reach and sway and shake it your way.

Chorus: Get funky. Do the monkey. Get clappy. Get happy.

Can you hear me? Can you hear me now? (4X)

Chorus: Get funky. Do the monkey. Get clappy. Get happy.

Take two steps to the right and shimmy. Two steps to the left, now  
gimmie a backstroke.

Jump, jump two times.

Chorus: Get funky. Do the monkey. Get clappy. Get happy.

Jump two times. Right foot stomp. Jump three times. Left foot stomp.

Jump, jump two times. Jump, now, freeze.

Chorus: Get funky. Do the monkey. Get clappy. Get happy.

Reach, now touch the floor. Twist, do you want some more?

Chorus: Get funky. Do the monkey. Get clappy. Get happy.

Can you hear me? Can you hear me now?

## If you're happy de Super simple songs

If you're happy happy happy clap your hands x2

If you're happy happy happy clap your hands clap your hands

If you're happy happy happy clap your hands

If you're angry angry angry stomp your feet x2  
If you're angry angry angry stomp your feet stomp your feet  
If you're angry angry angry stomp your feet

If you're scared scared scared say oh no ! oh no ! x2  
If you're scared scared scared say oh no ! say oh no !  
If you're scared scared scared say oh no oh no

If you're sleepy sleepy sleepy take a nap x2  
If you're sleepy sleepy sleepy take a nap take a nap  
If you're sleepy sleepy sleepy take a nap

If you're happy happy happy clap your hands x2  
If you're happy happy happy clap your hands clap your hands  
If you're happy happy happy clap your hands

[Si estás feliz](#) (adaptation espagnole de If you're happy)

Si tú estás feliz, feliz, feliz, aplaude asi x2  
Si tú estás feliz, feliz, feliz, aplaude asi, aplaude asi  
Si tú estás feliz, aplaude asi

Si tú estás de malas, malas, malas, zapateax2

Si tú estás de malas, malas, malas, zapatea, zapatea  
Si tú estás de malas, malas, malas, zapatea

Si tienès miedo, miedo, miedo, di ¡Oh no ! x2  
Si tienès miedo, miedo, miedo, di ¡Oh no ! di !Oh no !  
Si tienès miedo, miedo, miedo, di ¡Oh no !

Si tienes sueño, sueño, sueño, dormirás x2  
Si tienes sueño, sueño, sueño, dormirás, dormirás,  
Si tienes sueño, sueño, sueño, dormirás

Si tú estás feliz, feliz, feliz, aplaude asi x2  
Si tú estás feliz, feliz, feliz, aplaude asi, aplaude asi  
Si tú estás feliz, aplaude asi

[Wenn du fröhlich bist](#) (adaptation allemande de la chanson If you're happy)

Wenn du fröhlich bist, dann klatsche in die Hand, (klatsch, klatsch)  
x2  
Ja du kannst es allen zeigen,  
musst Gefühle nicht verschweigen,  
wenn du fröhlich bist, dann klatsche in die Hand (klatsch, klatsch)

Wenn du fröhlich bist, dann stampfe mit dem Fuß, (stampf, stampf)  
x2

Ja du kannst es allen zeigen,  
musst Gefühle nicht verschweigen,  
wenn du fröhlich bist, dann stampfe mit dem Fuß (stampf, stampf)

Wenn du fröhlich bist, dann klatsch dir auf die Seite, (klatsch, klatsch) x2

Ja du kannst es allen zeigen,  
musst Gefühle nicht verschweigen,  
wenn du fröhlich bist, dann klatsch dir auf die Seite (klatsch, klatsch)

Wenn du fröhlich bist, dann snippe mit den Fingern, (snippe, snippe) x2

Ja du kannst es allen zeigen,  
musst Gefühle nicht verschweigen,  
wenn du fröhlich bist, dann snippe mit den Fingern (snippe, snippe)

Wenn du fröhlich bist, dann rufe laut "Hallo!", ("Hallo!") x2

Ja du kannst es allen zeigen,  
musst Gefühle nicht verschweigen,  
wenn du fröhlich bist, dann rufe laut "Hallo" ("Hallo!")

- *Travailler sur le vocabulaire lié aux jeux en général : « It's your turn » ; « Question ? » ; « 5 steps forward », « Great » !; « ... is the winner »*

*Pour commencer :*

Si vous n'avez pas lu l'histoire à vos élèves, il est tout à fait possible de commencer par donner le contexte en Français :

« Vous allez jouer à un jeu avec un loup (wolf ; [wof]). I am the wolf. Que mange ce loup ? (s'adapter aux réponses des élèves : des enfants, des cochons ou des agneaux en fonction de l'histoire qu'ils ont lue). À vous de leur donner le nom : children, pigs or lambs.

Mais ce « wolf »[wof] ce monsieur Loup « Mister Wolf »est très bien élevé. Il ne mange pas les « children »/ « pigs »/ « lambs » à n'importe quelle heure. Il ne les mange que lorsque que c'est le dîner « dinner time ». Alors, « all the children/ pigs/ lambs ask the question : What's the time Mister Wolf ?

- It's 4 (o'clock). Accompagner les élèves dans les pas qu'ils ont à faire.

Recommencer plusieurs fois. Terminer par « It's dinner time » et attraper un élève qui recommencera le jeu avec vous.

Les enfants comprennent très rapidement la règle et produisent naturellement la question avec votre aide au début.

[https://www.youtube.com/watch?v=E4bvULIF0\\_Y](https://www.youtube.com/watch?v=E4bvULIF0_Y)

*Recommandations :*

Faites jouer les enfants rapidement. N'attendez pas qu'ils comprennent tout du premier coup. Inutile aussi qu'ils comprennent chaque mot.

## What's the time Mr Wolf ?

**As many players as you want/ Outdoor game**

**Objectifs :**

- *Dire l'heure (What's the time M. Wolf ?)*
- *Travailler sur les nombres (à vous de choisir : de 1 à 6 pour les plus petits, jusqu'à 20 pour les plus grands. Il faudra prévoir l'espace en fonction des nombres choisis)*

Mimer votre montre quand vous posez la question afin que le sens soit clair.

**Assemble** the children against the wall in a line.

**Choose** "Mr. Wolf". Ask Mr. Wolf to stand at one end of the playing area.

**Play the game:**

- Mr Wolf turns his or her back so he/she cannot see the other kids.
- The row of children chant: "What's the time Mr. Wolf?"
- Mr. Wolf will turn around and answer a time (for example, 4 o'clock).
- The children advance the number of steps called out and then repeat the chant, waiting for a response and so on.
- Eventually they will be standing very close to Mr. Wolf.

Mr. Wolf can, at any moment once the line of children is close, respond "Dinner Time" in a loud growl, instead of giving a real time.

- This is the signal for lots of screaming (remind them not to scream) and running because now Mr. Wolf has to chase the rest of the children and tag one of them.

**Change Mr. Wolf.** The child captured becomes the next Mr Wolf.

Prolongement possible :

Lecture de l'album « What's the time Mr Wolf ? »

(Il en existe plusieurs versions)

## Shark and Minnows

**As many players as you want/ Outdoor game**

Ce jeu est une variante de l'Épervier.

### How to Play

- Identify who will be the shark(s), either a player or the leader. Everyone else will be minnows.
- The shark stands in the middle of the play area and says, "Fishy, fishy, come out and play." The minnows slowly walk towards the sharks.
- At any time, the shark can yell, "Shark attack!" At which point, the minnows must run to the opposite boundary line without being tagged.
- If a minnow is tagged, s/he also becomes a shark.
- When there is only one or two minnows left, they become the sharks in the next round.

### VOCABULARY

Fishy, fishy, come out and play

Shark attack !

Walk slowly / just walk / run to the other side

How many sharks ? How many minnows ?

You're a shark now

Variantes :

Dans certaines versions, le requin ne peut se déplacer que sur une ligne parallèle à la ligne sur laquelle sont les petits poissons au départ.

On peut aussi jouer au même jeu avec d'autres animaux : Cats/mice, cheetah/gazelle, foxes/rabbits

## Red light, green light

### Instructions

Un élève face contre le mur, dos aux joueurs situés derrière la ligne de départ dit : « *green light* ». Les joueurs doivent avancer de 1 pas. Quand il dit « *red light* », il ne faut pas bouger. Ceux qui ont avancé repartent au début.

Le premier à toucher le dos de l'élève au mur a gagné et le remplace.

Variante :

On ajoute les nombres connus des élèves : « two green lights », on se déplace en comptant à haute voix.

« *Four red lights* », ceux qui ont avancé doivent reculer jusqu'à la ligne de départ.

Autres consignes possibles de l'enseignant :

*Start over* : recommence

*People who cheat will start over* (pour les élèves qui avancent sans compter à haute voix)

## Pass the ball

**As many players as you want/ Outdoor game**

Line up into 2 teams.

The first person passes the ball OVER his/her head to the next person in line.

The next person passes the ball UNDER his/her legs to the next person, and so on.

When you get to the end of the line the last person runs up to the front and starts it all over again.



Whoever has the first person that was in line at the beginning of the game--- in the back of the line WINS



Have the kids say « over » and « under », so they start memorize these words.

Extra vocabulary :

Faster ! You win.

Run to front of the line. Well done.

Hurry up ! Good job, kids.

## Mother, may I ?

As many players as you want/ Outdoor game

One player plays the "mother", (or "father"). The other players are the "children".

To begin the game, the mother or father stands at one end of a room and turns around facing away, while all the children line up at the other end.



The children take turns asking "Mother/Father, may I take \_\_\_\_ steps ?" .

For example, one might ask, "Mother/Father, may I take five steps ?". The mother/father either replies "Yes, you may" or "No, you may not".

The first of the children to reach the location of the mother/father wins the game. That child then becomes the mother/father himself, the original mother/father becomes a child, and a new round begins.

### Variantes :

1. Mother, may I take 2 baby steps ?

Mother, may I take 3 giant steps ?

2. Make *Mother May I ?* a team game. To do this, divide the children into teams of any number, perhaps into pairs or sets of three.

The team must choose the request for the mother together, such as "Mother, may we take five giant steps ?"

## Moose/ Goose



**As many players as you want**

**2 teams Outdoor game**

Make 2 teams.

One represents the « moose » (mime or show a picture), the other one represents the « goose » (mime or show a picture).

« You have to stand back to back » (mime as much as you can so you don't need to translate).

« When I say « moose », you (show the whole team) have to run that way, when I say « goose » you (show the team) have to run that way. Be careful ! The other team will have to catch you.

Let's play ! »

Recommandations : L'explication doit être courte et claire. Le recours à la traduction n'est pas utile ; mettre les élèves en action rapidement. Après une partie la règle sera comprise par tous.

### Variantes:

- Pour des élèves de cycle 2 pour lesquels la discrimination auditive moose/goose peut présenter quelques difficultés, il est possible de jouer au chat et à la souris : cat/mouse.
- Pour les élèves de cycle 3, procéder en deux étapes :

1/ jouer en ne prononçant que les mots

moose[mouz] et goose [gouz]

2/ jouer en lisant une histoire. Les élèves devront être attentifs pour entendre les mots et réagir à temps.

« Once upon a time, in a small village lived a very nice **moose**. His neighbor was a goofy old **goose**. Even though they were best friends, their houses were very different. The **goose** had a very big house while the **moose** had a very small one. The **moose** loved to garden, so he had a big, beautiful yard with lots of plants and flowers. The **goose** did not like gardening, so his yard was tiny and ugly. One day, the **moose** invited the **goose** to have tea in the garden. "It's a beautiful day!" he said, "we

need to get out and enjoy the sunshine." The **goose** happily went to his sweet neighbor's house, as he very much enjoyed all the beautiful plants and flowers. »

## How To Play Duck Duck Goose

### Step 1: You will need

Lots of people to play

### Step 2: Sit in a circle

All the players form a circle and sit down in their places.

### Step 3: 'It'

One person is 'It'. She walks around the outside of the circle.

### Step 4: Say Duck

As she passes the rest of the players, she taps each of their heads and says 'Duck' each time she does.

### Step 5: Call Goose

The person who's 'It' continues to go around the circle saying 'Duck' until she decides to tap someone and say 'Goose!' This person has to chase 'It' as she runs back to her place in the circle.

### Step 6: A new 'It'

If 'It' reaches her place before she gets tagged, the person chasing her becomes 'it'. The new 'It' goes around the circle tapping people's heads and saying 'duck' just the same as in the first round.

### Step 7: 'It' again

He will call someone 'goose' and be chased back to his place in the circle. If he is tagged, he must be 'It' once more and the person chasing returns to his place in the circle.

### Done

Play the game in this way as many times as you like.

*Un élève est appelé it. Il tourne autour de ses camarades en effleurant leur tête et prononçant : « duck ». À un moment, il dira « goose ». L'élève désigné devra alors le pourchasser autour du cercle :*

- *Si cet élève touche « it », cet élève retournera s'asseoir et « it » devra continuer sa tournée de « duck ».*
- *Si cet élève ne touche pas « it », cet élève prend le rôle de « it » et l'ex « it » va s'asseoir à sa place.*

Lien vers une vidéo d'explication du jeu :

<https://www.youtube.com/watch?v=gWNZMziSI4k>